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|  | | | | ESSENTIAL QUESTION:  Why does an unjust world seek so earnestly after justice? | | | | |
| pearl.jpg | | | |  | | | | |
| FOCUS STANDARDS | | | | | | | | |
| **READING** | | **WRITING** | | | | **SPEAKING & LISTENING** | | **LANGUAGE** |
| RI/RL.8.1  Explain what the text says  and what it implies. Cite evidence from the text to indicate meaning.  RI/RL. 8.2  Summarize text objectively.  RI/RL.8.4  Analyze the meaning of figurative language and connotation in text.  RL.8.9  Analyze relationships between classical and modern literature. | | W.8.1  Write arguments( about topics, fiction, and non-fiction) with clear reasons and evidence.  W.8.1a   * Introduce claims * Support claims with logical, credible, thorough evidence. * Acknowledge counter-claims. * Organize an argument logically.   W.8.1b  Develop a topic with evidence.  . | | | | SL.8.2  Explain choice of media for presenting information  SL.8.4  Use eye contact, adequate volume, clear pronunciation.  SL.8.5  Use visuals that strengthen claims.  SL.8.6  Match oral language to context of presentation and to task | | L.8.1  Use conventions of standard English grammar and usage in speaking and writing.  L.8.4  Use a range of strategies to understand unknown words:   * context clues * affixes/suffixes * dictionary * checks for understanding   L.8.5   * Understand figurative language and explain figures of speech in context. * Understand both denotation and connotation of words.   L.8.6  Use grade-appropriate words and phrases. |
| **Timeframe** | **SHORT TEXTS** | | | | **ASSESSMENT/EVIDENCE OF LEARNING** | | | |
| Throughout the unit | http://www.heinemann.com/shared/covers/0325009562.jpg”Using the Sentence-Composing Tool-Box”    Bottom of Form | | | | L.8.3  Use knowledge of language and its conventions when writing, speaking, reading, or listening. | | * Sentence modeling * Use of various sentence elements in the student’s writings | |
| 4 weeks | couple-Peon.jpg | | *The Pearl*,  by John Steinbeck | | RL.8.1  RL.8.2  Cite textual evidence.  Connect theme to characterization and plot.  RL.8.6  Show how differences in characters’ points of view create greater understanding of characterization and also create effects such as suspense.  RL.8. 3  Identify cause/effect relationships among  dialogues and events  W.8.1  Write arguments to support claims with clear reasons and relevant evidence.  W.8.7  W.8.8  Generate questions for research based on the historical connection to the text; search for information related to the questions generated  SL.8.1  In small groups, exchange ideas about the text.  SL.8.4  Use eye contact, adequate volume, and clear pronunciation  W.8.3c Use transition devices. | | * Use a two-column graphic organizer to show the relationship between the plot an characterization in a chapter to the theme developed by them. * Inferring from events and dialogue, compose a retelling of a chapter or section from the text in the point of view of a particular character. * Compose a paragraph for each of the six chapters of the novel, each revealing an injustice imposed on Kino and his family and Kino’s response to the injustice. * a. Locate and discuss relevant information from a variety of sources concerning the oppression of the Native American people in Mexico by their European conquerors.   b. Construct an argument concerning the connection between the treatment of the Native Americans by the Europeans and the characterization of Kino in *The Pearl*. | |
| 2 weeks | http://www.onlineartdemos.co.uk/misc_images/on-easel/siberian-tiger-6.jpg | | "The Lady or the Tiger?”  by Frank Stockton  and  “The Balek Scales” by  Heinrich Boll  http://www.easyvectors.com/assets/images/vectors/afbig/kitchen-scales-clip-art.jpg | | RL.8.5  Analyze how two texts with the same theme have similarities and differences in structure and style  RL.8.4  Analyze the impact of word choices, including figurative language and connotation, on meaning and tone.  W.8.9  Draw evidence from literary texts to support analysis. | | * Scan both stories for examples of figurative language, specifically simile, metaphor, personification, and hyperbole. On a two-column chart, list the figure of speech on one side explain what is compared on the other side. * Using evidence from both short stories and from *The Pearl*, explain in a multi-paragraph document how the writers of the two short stories present very different views of justice from that of the writer of *The Pearl.* | |
| 2 weeks | Myths of ancient Greece   * Bellerophon * Prometheushttp://www.elysiumgates.com/mt_olympus/pegasus-trad.gif | | http://www.mythweb.com/encyc/zooms/prometheus.gif | | W.8.2  Write informative texts to examine a topic through analysis of relevant content. | | * Using evidence from the myths, write an explanation of the concept of justice in the ancient world. | |
| 2 class periods | Speech: President Franklin D. Roosevelt asks Congress to declare war against Japan. | | [http://t0.gstatic.com/images?q=tbn:ANd9GcTXTo8WMrUQVr1idTG6pwbO6OxG0JqtATKKaCrSnqECkhGSfSPA5A](http://www.google.com/imgres?q=FDR&num=10&hl=en&biw=1024&bih=543&tbm=isch&tbnid=ac_symeSDdLuRM:&imgrefurl=http://en.wikipedia.org/wiki/Franklin_D._Roosevelt&docid=eXvjDIpiRJxViM&imgurl=http://upload.wikimedia.org/wikipedia/commons/thumb/b/b8/FDR_in_1933.jpg/220px-FDR_in_1933.jpg&w=220&h=259&ei=6R8dUKjkL8OXrAGH7IDQAw&zoom=1&iact=hc&vpx=110&vpy=2&dur=3531&hovh=207&hovw=176&tx=128&ty=126&sig=107224652831378217800&page=1&tbnh=142&tbnw=119&start=0&ndsp=10&ved=1t:429,r:0,s:0,i:141) | | SL.8.2  Analyze the purpose of information presented in diverse media and formats; evaluate the motives behind its presentation.  W.8.4  Produce clear and coherent writing in which the development, organization, and style are appropriate to purpose and audience. | | * After both reading and listening to the speech, discuss ways in which each format is effective. Choose the better format and list reasons for that choice. * Compose a persuasive speech (not an argument) on a topic about which you think people should agree with your viewpoint. Make hard copies for all class members to read. Then read the speech aloud into a recording device and play it back. Listeners will judge which format is more effective and provide a list of reasons for their choices. * Use a Frayer chart or some other graphic organizer to define *argument*. | |
| 2 class periods | Narrative essays: “The Death of President Abraham Lincoln” and “The Death of John Wilkes Booth” | | [http://t2.gstatic.com/images?q=tbn:ANd9GcSA3rr5vyFaG6LxuABY3jX8aiUiOBIthBL4rw5zMN6NMvGqdY5w5Q](http://www.google.com/imgres?q=lincoln+and+booth+photo+together&num=10&hl=en&biw=1024&bih=543&tbm=isch&tbnid=tq2KTe62YVmyDM:&imgrefurl=http://www.magickriver.org/2011_08_14_archive.html&docid=B486ccCxiu92oM&imgurl=http://1.bp.blogspot.com/-vM2aAjYPuRU/TkvU4F_4TzI/AAAAAAAARGw/_a2aMuSv3WY/s1600/Abraham-Lincoln.jpg&w=600&h=446&ei=bZMdUIuFKIX02wW024HABA&zoom=1&iact=hc&vpx=717&vpy=214&dur=9047&hovh=193&hovw=260&tx=122&ty=173&sig=107224652831378217800&page=5&tbnh=175&tbnw=247&start=48&ndsp=14&ved=1t:429,r:4,s:48,i:247) | | RI.8.2  Determine a central idea of a text and analyze its development over the course of the text.  SL.8.1a-d  Engage effectively in collaborative discussions.  W.8.2b  Develop topic with well-chosen facts, concrete details, quotes, and/or other information. | | * Read and annotate both essays. * Following discussion protocols, discuss the rationale for death as justice in each case. * Student will use a Venn diagram to organize similarities and differences in the administration of justice for each man. * Groups will transfer Venn information to a poster for display. * Groups will “gallery-walk” and take notes on differences listed by the other groups. * Groups will debrief on new information derived from reading the posters. | |

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| ASSESSMENTS/EVIDENCE OF LEARNING THROUGHOUT UNIT | | | | |
| **INFORMAL OBSERVATIONS** | **DIALOGUE AND DISCUSSION** | **SELECTED RESPONSES** | **CONSTRUCTED RESPONSES** | **SELF/PEER-ASSESSMENTS** |
| * Writing Process * Text Annotation * Teacher Observation * Exit slips * Question cards | * Small Group/ Text-Centered Discussions | * Graphic Organizers * Two-Column Charts | * Reading responses, including tone paragraphs * Analytical Essay | * Self/Peer-Assess Participation In Discussions * Self/Peer-Assess Writing Using Student Exemplars and Rubric * Performance Task: Peer Assess Using Rubric |
| **PERFORMANCE TASK** | | | | |
| Determine a definition of injustice. Then compose an argument defending your definition with evidence from the texts in the unit. Use the Performance Rubric as a guideline for your work. | | | | |